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SOCIOLOGY IN NORMAL SCHOOLS: THE REPORT OF A COMMITTEE

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In December, 1913, the American Sociological Society met in Minneapolis. One session of this meeting, arranged in rather impromptu manner after the preliminary program had appeared, was devoted to the place of sociology in the training of teachers, and resulted in the appointment of a committee of three to investigate the subject. In the spring of 1914 the chairman of this committee, John M. Gillette, of the University of North Dakota, sent out a questionnaire to 135 colleges and universities. His report, made at the meeting of the American Sociological Society at Princeton, New Jersey, in December, 1914, is contained in Volume IX of the Society's *Publications*. Meanwhile the two normal-school members of the committee arranged with the officers of the National Education Association to have a round table of the Department of Normal Schools at the meeting of the Association in St. Paul in July of 1914. At this round table, a report of which appears in the N.E.A. *Proceedings* for that year, it was voted, on motion of John W. Cook, of De Kalb, Illinois, that a committee be appointed to gather information regarding the work that is actually being done with sociology in normal schools.

A committee of five was appointed, with D. O. Kinsman, of Whitewater, Wisconsin, as chairman, and including the two normal-school members of the committee of the Sociological Society and two others. In February, 1915, this committee of the Normal School Department of the N.E.A. sent two questionnaires to the presidents of all the public normal schools in the United States, with stamped and addressed envelope for reply. One questionnaire was for use by schools which were giving courses in sociology; it inquired about the kind of course, the reasons for giving it, and whether it was regarded as a professional subject

or not. The other questionnaire, for schools which did not have formal courses in sociology, sought to discover to what extent the subject-matter of sociology was already being taught under other names. To assist in making up answers to this latter question, a difficult one at best, the questionnaire named nineteen topics as samples of what might be considered as subject-matter of sociology, with the suggestion that "a good way to get the information would be to call off the list of topics at the faculty meeting." In May a second letter was sent to the schools which had not yet replied, and in June a postal card with paid reply was sent to 46 of the larger schools. In this way replies were received from 104 schools, though three of the replies were without means of identifying the schools from which they came. Printed matter from catalogues brought the number of schools about which the committee had information up to 132.

The report of the committee was compiled promptly and sent to the meeting of the N.E.A. in San Francisco in August, 1915. However, no member of the committee went along to arrange for the publication of the report and no action was taken toward that end. Secretary Springer pronounced the report too long for publication in the *Proceedings*, but held out hopes of separate publication. The meeting of 1916 passed with the same result, although the Association paid the bill of the secretary of the committee for postage and the typewriting of the report. The Bureau of Education, to which overtures were then made, pronounced the report incomplete but offered the use of its facilities to secure more returns from the normal schools. Meanwhile the chairman of the committee had resigned, having left normal-school work. The four remaining members decided to accept the Bureau's offer. They added other persons to their number so as to better represent the entire country, although continuing to reach their conclusions by correspondence, as they had done from the first.

In the spring of 1917 the enlarged committee prepared new statements of their problem, one for schools about which they had information and the other for schools about which they did not have any. During the summer the Bureau sent out these statements in mimeographed form with postage-free envelopes for reply.

Each school about which information was already on hand received a typewritten copy of it. This brought in returns from 14 additional schools, making 146 in all.

The information thus obtained is arranged in the following report under four heads. Three of these are respectively for the three kinds of sociological work which it seemed advisable to recognize, and the fourth is for the attitude of the school toward sociology. A brief summary and interpretation of the data contained in the body of the report is here given.

I. PARTICIPATION AND OBSERVATION

In a normal school, as in any other kind of school, the student gets some social basis for his education by participating in the school itself. A school is a social institution, even though the theory on which it is run may not profess a social basis. A normal school with a department for practice teaching provides first-hand contact with some of the social conditions which any teacher must face. Extra-mural participation touches the students, even if only members of the faculty engage in it directly. When a teacher goes to another city to assist in a school survey, his classes share in it indirectly through the information which comes to them about it and the necessary readjustment of their own work; they feel that they are part of a larger world. But the students may share directly in a survey if it is made in the school itself, in the neighborhood, or in the communities from which they come. If made for some public authority, say the state superintendent, the detail work acquires an importance which would otherwise be lacking. Either gathering data or compiling them is useful experience to the teacher who has to write school reports.

After students have participated in any work, going to observe the different ways in which it is done by others changes from sight-seeing to education. A normal school which is situated in a large city, has in the city itself a sociological museum and laboratory in which the student can observe the general conditions confronting any teacher, and also the specific conditions which confront the teachers in that particular city. It is therefore only what might be expected that the two fullest reports on

the observation of neighborhood conditions come from the city-supported schools of Paterson and Baltimore. But no normal school, even the one which is situated in a rural village, is entirely apart from conditions which are worthy of study, as our returns abundantly indicate.

Now, though this participation and observation goes on all the while, even if there be no class specially for it and no teacher gives any thought to it, yet like everything else it goes better if some forethought is taken and comprehensive provision made for it. Much of the work of this kind which has been reported to us is not carried on under the name of sociology, and one purpose of our inquiries was to find such; yet it is work which a class in sociology can better plan and appreciate than any other. The book by Small and Vincent, *Introduction to the Study of Sociology*, perhaps the first textbook on sociology ever published, gives a model study of a neighborhood. In the classification of the returns, therefore, the use of this book has been counted under this head.

II. GREAT PROBLEMS

The study of the great social questions of the day constitutes a large part of the sociology that is taught in normal schools. In some schools sociology is little else than just that, and most of the schools that have no courses called sociology give more or less attention to such questions. Ellwood's *Sociology and Modern Social Problems* is a convenient manual for that kind of work and is more used than any other book. Wright's *Practical Sociology* was an earlier book of the same nature. The use of either of these books has been counted under this second head. For account of current events the *Survey* is the favorite periodical.

The problems most frequently named in the returns are those relating to the family, and the school laying the largest emphasis on them is the Stout Institute, at Menomonie, Wisconsin. The problems ranking next are poverty, crime, and immigration; then come church, race, and social settlements, including social centers; finally socialism, recreation, including playgrounds, and population seem to attract about equal interest.

Such problems are attractive enough to keep the students at work without rigid requirements. The usual method is to use a book to state the problems, though in a few schools lectures by the teacher serve that purpose; to ask all the members of the class to do some reading on all of the large topics, and to assign one or more small topics to each student for more extended study and report—the report to be either in writing or given orally in class, the choice here depending probably on the size of the class and the time or disposition of the teacher to read manuscript.

III. THEORY AND HISTORY

The schools which teach sociology as a connected body of theory are in the minority. This appears in the following list of books and the number of schools using each: Ellwood, *Sociology and Modern Social Problems*, 25; Ellwood, *Sociology in Its Psychological Aspects*, 1; Ellwood, book not designated, 5; Ross, *Social Psychology*, 8; Ross, *Foundations of Sociology*, 5; Ross, *Social Control*, 2; Ross, undesignated, 2; Dealey, *Sociology*, 8; Cooley, *Social Organization*, 7; Giddings, *Elements*, 3; Giddings, *Principles*, 1; Giddings, others or undesignated, 3; Gillette, *Rural Sociology*, 6; Wright, *Practical Sociology*, 6; King, *Social Aspects of Education*, 5; Blackmar, *Elements of Sociology*, 4; Fairbanks, *Introduction to Sociology*, 4; Small and Vincent, *Introduction to the Study of Sociology*, 4.

This list was made up from the returns of 1915. The inquiry of 1917 said nothing about textbooks and few were mentioned—mostly substitutions in the earlier statements. On account of the number of new books which have appeared in the last three years it seemed best not to try to bring the list down to date.

The only states in which theory predominates are Kansas and Wisconsin—in the former in all three schools, and in the latter in eight out of ten. In Iowa “more credit can be earned by an individual student in the courses in problems than in the theoretical courses, but the theoretical courses are reaching more students.” In the other states, so far as our information goes, more attention is devoted to problems than to theory.

In ten schools the sociology taught has a large historical element in it. That is classified here as theoretical, not because history is logically connected more closely to theory than to problems or observation, but because the schools employing the historical method use the theoretical also, and give slight attention to problems or observation. Probably the stressing of the practical, which has brought the problem and observation work to the fore, tends to crowd out history and theory alike.

These three kinds of work are of course always more or less interrelated. Participation runs straight into all kinds of great problems; observation and problems tend to run into each other and these inevitably raise questions of theory. Theory, on the other hand, finds its proper outcome in being applied to practical problems and observed conditions. A course in theory may fairly bristle with practical problems and concrete observations, the theory merely providing the skeleton which underlies the whole.

And then all three kinds of sociological study may come incidentally in any study of man and his works. The 1915 inquiry brought out that the nineteen sociological topics, sixteen of them being theoretical, were treated under other titles as follows:

Titles	Number of Times Mentioned
Psychology.....	97
History.....	75
School management, school administration, school economy. . . .	71
Civics, political science.....	65
Education, principles, philosophy, vocational.....	39
Pedagogy.....	35
History of education.....	35
English, including grammar, composition, rhetoric.....	32
Child study, child psychology.....	25
Ethics.....	22
Methods.....	20
Literature.....	15
Geography.....	12
Rural education.....	13
School law.....	9
Economics.....	6
Addresses and talks.....	6
Practice teaching.....	5
Kindergarten theory.....	4

Perhaps a caution needs to be entered against attaching too much importance to this list. In some cases, doubtless, the persons filling out the questionnaire made no investigation of any kind but merely named the branches which came to mind as having some social basis. For example, kindergarten theory is as social as psychology, only it is taught in few schools and few persons thought about it. Then if there had been a question about the talks given at general exercises much evidence would probably have been forthcoming to show that they deal with most of the nineteen topics.

How many normal schools teach sociology? In answering this question it is almost necessary to divide the schools into three classes: (1) schools which recognize a field of knowledge under the name of sociology that is valuable as a whole to teachers and which therefore cover it in one or more courses; (2) schools with courses called sociology but of uncertain content; topics or phases of work that are sociological in character are selected, each to serve some specific end; (3) schools which have nothing called sociology, though some of them give careful attention to the social basis of education, and all presumably do to some extent; they simply have not organized a definite unit of work under that name.

The data at hand are not sufficient to place each of the 146 schools clearly in one of these three classes, but a count according to probabilities makes the three classes about equal. In other words, about fifty normal schools teach what would readily pass as sociology, and another fifty give as sociology work which might not be recognized as such by its content. The remaining schools, some by deliberate choice, continue to depend upon other means to develop the social phase of education.

There is a geographical distribution of these classes. The schools in the north central and western states—west of Lake Huron, the Wabash River, and the lower Mississippi—are mostly in the first class. California and New Mexico have lately made sociology required. East of this line there are few examples of the first class. The normal schools of New Hampshire, Massachusetts, Connecticut, and New York have some examples of the

second class. Pennsylvania, according to information coming as this report is being prepared for the press, now has sociology in all or nearly all of its normal schools, and gives it a more definite content than the returns here would indicate. Maine, Vermont, Rhode Island, New Jersey, Maryland, Mississippi, and Florida exhibit the third class. The schools of the other southern states fall mostly in the second class, with some shining examples of social training in the concrete. The trend is unmistakably toward a recognition that the sociological field has something of value for the training of teachers.

One form of this trend is different from any of the three described above. It is to select out of the sociological field, theory as well as the more concrete phases, a body of subject-matter relating specifically to education, and to organize it into a branch of knowledge coherent within itself. Kansas and Colorado exhibit this trend in their courses in "educational sociology"; one school has "professional sociology." Many schools in the South and West have "rural sociology." Some use *The Social Principles of Education* by Betts, or books of social import by Cubberley, or the book by King already mentioned. Of the schools in our list, 34 have work of this sort.

IV. PROFESSIONAL IMPORTANCE

In compiling the answers that come under this head special care has been taken to keep to the original language in which they were received; also not to omit any statement of material importance, or to alter the meaning of any statement when taking it out of its context. In estimating the significance of the prevailing testimony to the effect that sociology is a professional subject for the training of teachers, somewhat like psychology, it is well to bear in mind that most of the answers were written by presidents, teachers of psychology, teachers of pedagogy, of civics, of methods, and supervisors of practice work—persons who are not primarily sociologists. Educators are becoming sociologists, even those who repudiate the name of sociology.

No one should be disturbed at the jangling testimonies which are exhibited in the following pages. A great idea underlies

them all which has been at work in American education for twenty years and has only recently appeared in the curricula of any considerable number of normal schools. The fundamental agreement of these testimonies is greater than the jumble of arrangements and names would indicate. This reconstruction of the foundations of our educational theory and practice on a social basis is a large work which may demand the best efforts of all of us for years to come. The most effective arrangement and material will appear in time, and the name to designate it will be of minor importance.

LIST OF SCHOOLS WITH CLASSIFIED DATA

This list gives the schools embraced in the foregoing report, with all of the significant information which was obtained relating to each.

The date in parenthesis (1917) indicates that the statement following was derived from the returns made to the Bureau of Education in that year. This date is thus inserted, however, only when it has special significance.

The information is classified under these four heads: (1) participation and observation; (2) great problems; (3) sociological theory; (4) attitude toward sociology.

Normal, Alabama, Agricultural and Mechanical College for Negroes:

2. Ellwood; socialism and the negro problem.

3. Evolutionary view.

4. Semi-professional, basis for professional subjects. "The teacher needs sociology in order to have an adequate idea of education as a form of social evolution." Sixty hours.

Tuskegee Institute, Alabama, Tuskegee Normal and Industrial Institute:

1. "There is an exceptional opportunity for those students, prospective teachers, required to do practice work in the rural schools, to experience first hand the social problems of community and rural life. In fact, they are required to make special observation of the social conditions of their respective fields of practice. I submit here a few questions from the questionnaire which each practice teacher must file with the supervisor of practice teaching at the end of six weeks:

1) How often is the school used by the patrons for social purposes?

2) (a) What is the attitude of the parents toward the teacher? (b) the teacher toward the parents?

3) To what extent is the community used as a source of interest in the recitations?

- 4) What per cent of the patrons live in their own homes?
- 5) What is the general condition of the homes in the community?
- 6) What seem to be the most common causes of death in the community?
- 7) What influence does the minister have in the community? (a) Does he live there? (b) Does the teacher live there?"

Flagstaff, Arizona, Northern Arizona Normal School:

3. "It seems to me that No. 3 of your enclosed circular more nearly strikes the situation as it is in this institution: 'By the formal teaching of sociology as a basal science co-ordinate with psychology and by incidental features in courses devoted to other subjects.' "

Tempe, Arizona, Normal School of Arizona:

1. "Members of the faculty are sent out, each man a week, for extension work, assisting in organization of parent-teachers' associations, etc."

2. Topics taken up: "(a) the place of the school in a democracy; (b) the relation of the teacher to the community, especially the rural community; (c) the primary groups and their relation to school organization and administration; (d) the growth of the social center; (e) the movement for organized play and city playgrounds; (f) the leader and the group—especially boys' gangs—and the relation to school and governmental authority; (g) the social significance of the consolidated rural school; (h) the place of school gardens and elementary agriculture in the schools."

3. "The course in ethics is treated as an elementary course in sociology, in part at least."

4. (1917) Half-year course in sociology has been added. One hundred hours.

Conway, Arkansas State Normal School:

4. "Such a course would be to the advantage of our students. Provision will soon be made for its introduction."

Arcata, California, Humboldt State Normal School:

1. "Social surveys are made of the schools, institutions and business interests of the community. One of the teachers is a leader in the Boy Scout movement, with other teachers assisting him. Every pupil-teacher in the normal school gets a turn in observing and caring for the training-school pupils on the playground."

3. "We devote 27 weeks of each year to educational sociology and history of education."

4. "We regard sociology as co-ordinate to psychology and the study of principles of education but coming a little later in the course. Inasmuch as the up-to-date school should not only co-operate with the home life and the social environment of the pupils, but also base a large share of the curriculum on the elements that constitute local conditions, it behooves those concerned in preparing young teachers to habituate them to study local conditions and let them share in the construction of a course of study suited to the children in the locality of the normal school in order that they be able intelligently to study the localities where they may engage in teaching after they pass from the normal school."

Chico, California, State Normal School:

3. "Every course in methods emphasizes the social basis of education; the content of the curriculum is selected by the standard of social service; the whole work is permeated with the doctrine of social responsibility."

4. (1917) "The formal teaching of sociology will probably be just as dead as the formal teaching of psychology. On the other hand, I cannot conceive of any intelligent work in methods, administration, scholarship, or practical insight into human need that has to do with the preparation of the teacher that is not social in its consequences. Under recent rules of the state Board of Education, it is necessary for every normal school in the state of California to teach a half-year of applied sociology as such and by that name. We do this in two courses, each of nine weeks, the first dealing with the relation of the rural school to the rural community, with whatever special emphasis is necessary upon the use of the school as a social center. The second course deals with the administration of the elementary school."

Fresno, California, Fresno State Normal School:

1, 2. (1917) "We use these lines of attack."

3. "In our approach to the problem we take up: (1) the principles, laws, etc., of society. It may be called 'pure' sociology, or sociological theory. (2) The remainder of the course is given to showing the bearing of these principles upon the problems of education, especially, as a large per centum of our graduates go into rural schools, upon the problems of rural education."

4. "We have sociology in our curriculum because we believe it to be very essential that a teacher know something of the principles or laws that underlie the action of groups and individuals, why some

communities are backward, why others are not, etc. It is important especially from the standpoint of the usefulness of the teacher to the school and community."

Los Angeles, California, State Normal School:

1. A bulletin on extension work soon to be published; "survey of 1,500 students in school . . . as to physical, mental, moral, material, and social conditions"; Social Settlement Club does much charitable work. (1917) "Co-operation with the Immigration Commission of the State, the Y.W.C.A., and the public-school system by furnishing teachers during the summer months for special home classes for foreign women, two days each week."

3. "Term topics in pedagogy and child psychology frequently cover sociological problems." Ross's *Social Control*; topical method, lectures. (1917) "An additional course, three periods a week, with special reference to child welfare. Both courses are hereafter required of all students of the Normal School, in accordance with a requirement of the state Board of Education."

4. "A basal science for pedagogy as truly as are psychology and biology"; considered as "professional work in the Department of Education and Psychology."

San Diego, California, State Normal School:

2. "Every junior student is required to take one hour a week in lecture work in applied sociology, a course which deals largely with everyday problems of the young woman in employment."

3. (1917) "*Outline of Social Economics* is a study in the development of social groups and the fundamental problems that arise therefrom. Information is secured from various sources, the most important being: (1) investigations of social agencies at first hand by students; (2) bulletins, reports, surveys, and other documents; (3) addresses to the class by men and women actively engaged in the practical affairs of life and also specialists and experts in various lines of effort; (4) books, current journals, etc. The class is divided into committees for the collection, collation, and organization of these data. Elaborate written reports are placed on file by the committees, which are bound and placed on the reference shelves of the library. Oral summaries are presented to the class for discussion. Class meetings are occupied in listening to these reports and to the addresses mentioned above, but more often in discussion of the above data and the laws and principles which can be deduced therefrom. Texts in elementary economics and sociology are used."

4. "The reason for giving a course in sociology in a normal school is the obvious one that teaching is a phase of social service."

San Francisco, California, State Normal School:

4. "The San Francisco Normal School is a professional school for the training of teachers. It is not an academic school for general instruction in any subject."

(1917) "It is seeking to hew to the policy that a normal school curriculum should be limited to that which is specific to a teacher's qualification, as distinguished from general qualifications and from those of other vocations; that preparation for matriculation must include all preparation which teachers share in common with persons of other vocations, or in general lines. I sadly suspect that sociology is yet in the diaper-stage and possibly it is feeble-minded and will never get any older. There have been apparently many efforts to define it, but whether the definition is wholly in words without meaning or whether there is no meaning, I am unable to fathom. Under the rules of the state Board of Education, we are about to give a course in the subject and after we have had some experience, I probably could answer your questions more intelligently. Let us hope for the best!"

San Jose, California, State Normal School:

1. The teacher of psychology and the teacher of history and civics meet as an advisory committee with the executive committee of the student body to help in student control and government.

2. Social basis in psychology, civics, and history of education; twelve weeks' optional course in social psychology.

4. Sociology in high school more desirable for one preparing to become a teacher than algebra or Latin.

Greeley, Colorado, State Teachers' College:

1. "We provide for both participation and observation in playground supervision; we take part through organized classwork in connection with city activities to improve social conditions among the low-standard population. We direct community surveys of social conditions and of school systems as a regular activity for which courses are definitely organized."

2. "We offer more than fifty courses covering the whole field of social science—always with especial reference to the present educational deficits and opportunities."

3. "We offer a full line-up of courses in social theory and engage more than 400 students per year in such study. The best way to

direct the attention of prospective teachers to the opportunities of education in the fields of social control and social progress is not by the teaching of sociology nor is it by incidental features in courses devoted to other subjects. Rather it is by the systematic presentation of courses in educational sociology which show the nature of social institutions, their origin, their characteristic limitations, and consciously analyze the present educational situation in relation to social needs. As the branch of psychology which is most useful to teachers is educational psychology primarily, so the aspects of sociology that should be most relied upon in forming a teaching opinion that will co-operate with the spirit of modern progress are the applied aspects."

4. "The reasons why we stress the relations of sociology to education are numerous. Briefly, it is because social progress in every line needs to be made conscious; it is because education must become more conscious of its specific relations to life if we are to stand before nations with a really purposefully adjusted program for securing social stability and individual happiness and progress. Sociology has more to offer to the necessary reconstructions of education than psychology has ever contributed. It bears upon the specific situations that education can be effective in improving; it offers a perspective over methods of progress and an analysis of the technique of social adjustment without which henceforth no teacher can be other than accidentally co-operative. In a word, no teacher-training institution is up to date that omits such courses."

Gunnison, Colorado, State Normal School:

2. Courses in play and playground practice, boys' and girls' clubs.
3. Courses in educational sociology, social psychology and social control, rural sociology, ethics.

Danbury, Connecticut, State Normal-Training School:

1. "Would probably take more time than we can devote to the work, although we do emphasize them to some degree."
3. "In the present course of study we cover some of the nineteen points mentioned and some we do not."
4. "The faculty are favorably inclined to introduce a brief course in sociology at this school." (1917) "For the coming year sociology will be one of the regular subjects in the curriculum of this school."

New Britain, Connecticut, State Normal-Training School:

3. "In our courses in psychology, methods, geography, and civics, many topics that are purely sociological are taken up and some of those

topics would without doubt be classed under the separate heads of your pamphlet, but it does not seem wise to treat them under the head of sociology."

Washington, D.C., Myrtilla Miner Normal School:

1. "All normal-school pupils share in playground supervision and are specifically responsible during stated periods for the hygienic condition of the school plant. The plan for the present session is to have the normal-school pupils organize and supervise clubs among the pupils of the practice school. Girls' and boys' clubs and athletic teams among the normal-school pupils are in operation each year. The inspection of various municipal and governmental departments, parks, museums, etc., and the submission of reports thereon constitute a regular part of our course in biology."

3. "The social aspect of the problems that arise in the various courses are constantly stressed. Thus, the social implications of child study, hygiene, history of education, psychology and biology, receiving constant emphasis from different angles during the two years of the normal-school work, when taken together, constitute no insignificant training in social matters. In addition to this, the specific and immediate social problems relative to dress, manners, amusements, home relations, and the like, are definitely presented in the ten-minute talks of the principal at the beginning of the work of each day."

4. "Formal sociology has been kept out of our crowded curriculum by the pressure of the traditional pedagogical subjects."

Athens, Georgia, State Normal School:

1. "We have what is known as the Georgia Club. This is a voluntary association of students and faculty that is studying at first hand vital facts about this state. The state is surveyed county by county and the actual conditions are learned of progress and of lack of progress. The results of these surveys have been published in bulletin form."

3. "We have a course in theoretical economics in the junior class and one in theoretical sociology in the senior class. These are required of all our junior and senior students taking academic work. The formal classwork is made as practical as time and opportunity permit. Always do we compare present social conditions with the theory of these sciences"

Midledgeville, Georgia, Georgia Normal and Industrial College:

3. Pedagogy, history of education, psychology, weekly lectures by the president.

Honolulu, Hawaii, Territorial Normal and Training School:

1. "All the supervision of the school and grounds is in the hands of the pupils. Definite instruction is given in games and plays on the grounds, and dances and plays for the social activities of the school and the home. Groups of pupils and individuals of the faculty participate in work of Y.M.C.A., Y.W.C.A., Boy Scouts, etc. Trips to observe people, industries and departments of the government, are taken in connection with the work in geography, history, civics, etc."

3. "The uniformities are emphasized as far as the time and conditions seem to warrant in the study of psychology, pedagogy, etc. In the study of history and civics emphasis is placed on the growth and development of the home and the state."

4. "I have not urged the introduction of the formal classroom study of sociology because I felt that in Hawaii the first need was to train our prospective teachers in a well-organized and vigorous institution devoted to the best American ideals. I believe a formal study of the subject of sociology would be helpful. I am personally interested in the subject, especially in its practical phases."

Lewiston, Idaho, Lewiston State Normal School:

2. "We use the problem method of attacking social questions."

4. "Essentially professional, complementary to courses given by education department. The main problem is such a consideration of the various social conditions as will tend to give the teacher something of the setting of education in the social life, and help to give meaning and purpose to her work. The teacher should have at least the beginnings of an understanding of the nature of the social background, social context, and outlook for her work. She should have something of a realization of the place of the school and of herself in the whole scheme of education and social development." Rural sociology, forty-five hours; general sociology and social aspects of education, ninety hours each.

Carbondale, Illinois, Southern Illinois State Normal University:

3. The course in sociology, announced in the annual catalogue in the group of courses under the title of pedagogy, includes "the consideration of the origin and nature of society and the great social institutions of family, church, state, and school. Special study of the relation between the individual and society and of educational problems growing out of the complexity of modern society." Ellwood and Ross, with assigned readings throughout the term.

Charleston, Illinois, Eastern Illinois State Normal School:

1. "Something is done."
2. "These problems are studied in connection with other subjects."
4. "We had sociology in our curriculum, but now do the work in economics, in history, and in government better, we think."

Chicago, Illinois, Chicago Normal College:

3. King, *Social Aspects of Education*, required, forty hours; reading and reports.
4. "Our whole educational work here lays fundamental emphasis on the social point of view. Some of the fundamental chapters in King's book were based on investigations that I myself made."

De Kalb, Illinois, Northern Illinois State Normal School:

1. "Each class has made an excursion to Chicago, visiting (a) schools in poor sections, to get first-hand impressions of conditions and problems, and to learn methods of meeting the situation; (b) neighborhoods; (c) the juvenile court and the detention home. The scope of these excursions is constantly varying and widening."

2. Ellwood—"Special phases of the several problems in the text are chosen; library references are given to the freshest and most suggestive books and magazine articles; digests are made by selected individuals and reported to the class; the class is expected to take and preserve notes. We seek an emotional attitude of concern for the solution of the problems, for the meeting of untoward conditions, sensitiveness to the existence of these problems in the various communities to which these young people go as teachers."

3. "The conception of education as the ultimate mode of solution of social problems."

4. A professional subject. Sixty and seventy-five hours. "To give a generous body of information of social conditions to be met and of ways of meeting them; to build up a social background for the educational work to which these students are presumably destined; to clarify educational theory and practice; to set up in mind a fairly consistent and unified scheme of education which might be more adequate to social reconstruction. 'We have great faith that society may yet be reformed when we see how much education may be reformed.' "

Macomb, Illinois, Western Illinois State Normal School:

1. Survey of conditions surrounding country schools. Extension work.

3. Dealey, 60 hours. Each pupil makes a report on some topic outside of the text. Emphasized feature: "Development of the institutions and problems growing out of modern civilization."

4. "I regard sociology as a professional subject. (a) Its plans of investigation are scientific and of the kind educators should use. (b) Education is the process of preparing a child to take a reasonable place in society; therefore the teacher should understand the science of society. (c) It broadens the teacher's notion of his responsibilities."

Normal, Illinois, Illinois State Normal University:

1. Some social surveys of the town of Normal. Small and Vincent.
2. Ellwood, Wright, supplementary reading; deal quite carefully with criminology and moral education.
3. Social psychology of the school.
4. Two courses of sixty hours each. Valuable "both professionally and non-professionally."

Fort Wayne, Indiana, Fort Wayne Normal School:

1. Students investigate local conditions: "minor city problems, sanitation, assimilation of immigrants, juvenile problems, jail conditions, relief work, care of sub-normals, etc."
2. Ellwood; topics.
4. "Since education is the essential method of social progress, the teacher who has received this broader point of view can better appreciate the part which is his in the solution of the problems of society."

Indianapolis, Indiana, Indianapolis Normal School:

3. "Many of the topics herein do not come up in our brief course at all as specific topics, but incidentally with larger topics. For the most part they are considered in connection with my course in the principles of education, particularly the social aspects of the course as treated, for example, in such a book as Betts's *Social Principles in Education*—one of the books in the hands of every student in the class. The topics on the 'gang,' the function of leadership, and the qualities requisite in a leader are discussed in the course in psychology."

4. "There is no question of the value of sociology for general education, and especially for teachers; but in a limited course like ours it is a question of relative values."

Terre Haute, Indiana, Indiana State Normal School:

2. "In our study of the rural school problem strong emphasis is placed upon the work that may be done in our rural centers to help

home, industry, government, religion, education, polite society, and recreation."

3. "It would be impossible for me to state how fully each of the nineteen topics set before me in the questionnaire receives attention in the various courses offered in this school, but I presume that every one of them, more or less directly and more or less fully, receives attention and undergoes discussion at various points in our course of study. In general I may say that every topic in these lines would have its place somewhere in one or more of the following subjects—English grammar, composition and rhetoric, literature, American history, economics, European history, educational psychology, physiological and experimental psychology, history and philosophy of education, theory of the school, principles of methods, school problems, school law and school systems of Indiana, commencement addresses, institute work of various members of the faculty, etc., etc."

4. "It is probable that these topics would receive more thorough and systematic study if a course were offered in sociology, and it is quite possible that such an addition will be made to our work in the near future."

Cedar Falls, Iowa, Iowa State Teachers College:

2. A 36-hour course, social and economic problems, repeated each term with a different set of problems: fall term—population, poverty, crime; winter term—problems relating to rural communities; spring term—public utilities, labor, socialism.

3. "A 24-hour course in the general principles of sociology, offered each term, a different phase of the subject being treated each time: fall term—social organization; winter term—social psychology; spring term—social control."

4. "I regard sociology as being a course which should take students up on the watch tower, so to speak, where they may get a broader view of the social field and be able to more intelligently select topics and exercises in civics, geography, etc., for their pupils in the public schools."

Shenandoah, Iowa, Western Normal College:

3. Economics, rural sociology.

Emporia, Kansas, State Normal School:

1. Educational surveys, social survey in connection; co-operated in making a complete survey of Leavenworth schools.

2. Some problem work in the advanced course; varying from term to term.

3. General sociology, 54 hours; advanced sociology, 72 hours; educational sociology, 54 hours; social psychology, 54 hours; educational anthropology, 36 hours.

4. The purposes are: "General sociology: (a) general information; (b) training in social analysis and research; (c) development of scientific attitude toward social questions. Educational sociology: (d) to emphasize the vital relation of the school to other institutions; (e) to develop the community feeling of teachers; (f) to give basis for the socialization of educational organization, educational theory, and educational practice."

Fort Hays, Kansas, Western State Normal School:

3. General sociology, Blackmar, 40 hours; social psychology, Ross, 40 hours; topical work in each.

4. "A teacher is a potent factor in community life; she ought to be equipped with that knowledge of social laws that will give her social sympathy, interpretation, and control."

Pittsburg, Kansas, State Manual Training Normal School:

1. "Each class makes a social survey of our city. We go to Kansas City to make a visit to board of public welfare."

2. The second course is in social problems, with Ellwood and topical work.

3. The beginning course deals with "the nature and progress of society," with Fairbanks and topical work.

4. "The teacher must be a large factor in the solution of our social problems if ever they are solved."

Bowling Green, Kentucky, Western Kentucky Normal School:

3. A 50-hour course called sociology, with Carver's *Rural Economics* as a text; "many topics along social and ethical lines given for reports." Rural sociology, 50 hours; King's *Social Aspects of Education*; study of social conditions in western Kentucky: "health, industrial and farm conditions, social and recreational life in the country, general reading habits of the rural people, attitude of people to music, pictures, and nature; and the moral, spiritual, and civic conditions; data gathered directly from the people when possible. An earnest effort is made to inspire the student with a zeal for investigation and an abiding interest in country life."

4. A non-professional subject, "very secondary" to psychology in importance. It serves "(a) to give the teacher insight into conditions he would probably never see otherwise; (b) to vitalize his pedagogy;

(c) to enable him to socialize his work and enlarge his vision relative to the school's true position."

Richmond, Kentucky, Eastern Kentucky State Normal School:

1. "We have done some work in systematic teaching of sociology in this school," using Small and Vincent as a text; correlated with extension work in rural economics.

2. Also Ellwood. Now using Gillette's *Rural Sociology*.

3. "Sociological theory is incorporated into the course described under 2 above, in the form of class lectures and reference to standard authors. Each pupil is expected during the term to read and review in class one standard work, approved by the instructor, upon some important phase of sociology."

4. (1915) "We have found it advisable to put greater stress upon our strictly professional studies. On account of the situation among teachers in Kentucky, it will probably be two or three years before we shall see our way clear to offer a definite course in sociology." (1917) "The work is hereafter to be required for graduation, because we believe there is not sufficient opportunity to give the pupil broad conceptions of society if the subject is limited to incidental reference in other courses."

Natchitoches, Louisiana, Louisiana State Normal School:

1. "We receive reports of surveys in this and other states and study them. This is principally a girls' boarding school and access to the surrounding community is not permitted. Some visits are made by faculty members to communities where they may aid local authorities in surveys, etc."

2. Ellwood read and reported on; topics. "Social conditions due to mob mind, crime, poverty, etc., in Louisiana, are studied; means for prevention or amelioration discussed." Rural problems.

3. The text is Ross's *Foundations of Sociology*, with reading in *Social Psychology* and *Social Control*. We also emphasize the social phases of other subjects—history, civics, economics, psychology.

4. Given at same time as school administration and special teaching practice—following all psychology and pedagogy; 48 hours. "The broadest and most cultural subject"; "gives appreciation of all phases of human activity"; "prepares the teacher for work outside of the schoolroom by getting him interested in humanity and by surveying the field of his work in studying conditions."

New Orleans, Louisiana, New Orleans Normal School:

1. Kindergarten practice; critic work with student-teachers; story-telling.

3. Kindergarten theory, history and civics, language and English methods, child study, theory of play psychology.

Farmington, Maine, Farmington State Normal School:

3. Civics, psychology, pedagogy, school laws, geography.

4. "A very important subject; would give it a place in the curriculum if our two-year course admitted of it."

Machias, Maine, Washington State Normal School:

1. "We annually inspect all the schools of twenty towns, and report to state superintendent on same." A mothers' club meets every two weeks. Mothers and teachers discuss questions requiring a conference of home and school to settle. Students in training are required to attend all the meetings and on special occasions all the normal students must be present. This club has really accomplished very much because of the conditions which exist in this section of the town in which the normal school is located. Mothers, and fathers too, have visited the schools, not to criticise but to learn; parents have felt a new bond growing between the home and the school and the pupils have reaped the benefit.

3. Child study, school management, psychology, history, civics, history of education, school law.

Presque Isle, Maine, Aroostock State Normal School:

1. Principal conducts extension course in psychology.

2. Ethics, school management, history, civics, child study, psychology, school law.

Baltimore, Maryland, Baltimore Teachers' Training School:

The work of this school is strongly socialized throughout, but is unique in arrangement and therefore cannot be easily characterized. For full account see Bureau of Education *Bulletin*, 1914, No. 47, pages 38-48.

1. As the work was given the past two years there were several courses called "Participation," each meeting one hour a week for ten weeks. "Trips to special institutions, dental clinic, dispensary, parental school, city hall, court house and custom house, were made to furnish further material for the departments of hygiene, history, geography, education, English, and other subjects." "Suggestive studies were made of the resources of the neighborhood in nature, art, recreation, industry, home life, civic institutions, etc. The local school, and especially the classroom, was considered with reference to the relation to the needs of the neighborhood. Visits were made to homes in order

to invite parents to the school. Acquaintance was gained with special features of the particular schools, as co-operation with parents' organizations and the Municipal Art League; civic centers; equipments for playgrounds, automatic fire extinguishers; vacuum cleaning apparatus, etc. Diagrams were drawn of the locality." "Those aspects of life which center in the home, church, and community are taken account of and an effort is made to aid the student to form a schedule so as to do justice to herself and her various responsibilities." "Some study is made of the relation of the city schools to the state and nation and practical comparisons are worked out between Baltimore and some other cities." "Conferences are conducted with especial reference to preparation for participating in teachers' meetings and experience is gained in locating and using material of value in such meetings."

3. Social education, using King's *Social Aspects of Education* as a text, with much reading in Dewey and other authors "who emphasize the social responsibilities of education." Closely related to participation, psychology, and hygiene. "Much attention given to educational and other social periodicals, especially *The Survey*. Each student selects some field in which he can be of service to the entire class." Cases stated which "present concretely problems in school etiquette and school ethics." Covers practically all of the questions in Questionnaire No. 1.

Baltimore, Maryland, Maryland State Normal School:

1. Composition work based on social life of the community. Bird and tree club on conservation of wild life. Conferences on observations in practice school.

3. School management, civics, methods in geography, methods in English, history, psychology.

Boston, Massachusetts, Boston Normal School:

3. Principles of education, psychology, hygiene, geography, history.

Boston, Massachusetts, Massachusetts Normal Art School:

1. "In many instances undergraduate students are identified with social centers, boys' and girls' clubs, making trips, etc."

3. "Psychology, pedagogy, and history of education as far as possible linked through laboratory methods with actual school or social problems."

4. "As far as possible and in increasing measure we do have sociology in theory and practice in our courses."

Bridgewater, Massachusetts, State Normal School:

2. "The great social questions of the day are organized in groups for study. Material is largely contemporaneous."
3. Course of forty hours; topical method, with variety of reference books; inclose connection with psychology.
4. Professional "to a certain degree."

Fitchburg, Massachusetts, State Normal School:

1. General and special surveys of community life.
3. Giddings, Ellwood, Ross, King, McDougall, etc.; topical method; 57 hours. "Social and group action, typical groups—family, state, etc.; evolution of social products and institutions; changes in life and education brought about by specialization and invention, from individual to institutional control." Related to psychology, following it.
4. Of professional value. "What educators should strive to do, including all the work of schools as institutions, is shown by sociology, just as how to do it is revealed by psychology."

Hyannis, Massachusetts, State Normal School:

1. "Some time is spent on the study of the recreations open to young people and children in each student's home town, with emphasis on the needs which give rise to the various forms and the relative value of their social effects."
2. Use of current periodicals.
3. Topical method, 57 hours; Blackmar and Dealey most used. Follows psychology and is based on its principles. The most emphasized features are "the part played by the family in the education of the race and the relation of such education to school problems of discipline, of instruction, of culture." "The social group; primary groups—family, neighborhood, play group. Activities in one or another of the above; recreational, governmental (extending to town, state, nation, for support), use of wealth produced. The socialized school; how each of the above topics touches the life of pupils and teachers—in this school, in any school."
4. "Given at the same time as the course in pedagogy, and is placed upon a par with it as a professional course; valuable for the insight it gives into some of the problems which a teacher must meet. Teaching seems to me pre-eminently 'social work,' and I should give an important place in the teacher's equipment to some knowledge of social institutions and forces, and a still more important place to the sense of social responsibility likely to be engendered by this study."

Lowell, Massachusetts, State Normal School:

1. Community civics, 48 hours, using Dunn's *The Community and the Citizen*.

3. The history of education and educational sociology, 48 hours, using Monroe's *History of Education*.

4. The aim of the former course "is to prepare students by a systematic study of community life, to train their pupils to an intelligent and serviceable citizenship; general method-study of local community and its various political, social, and industrial agencies through personal investigation; active participation in student's own civic life; teaching of type lessons; collection of notes and illustrative material, etc." The aim of the latter course "is to give the future teacher a deeper appreciation and a broader view of her chosen profession."

North Adams, Massachusetts, State Normal School:

1. "For all students this is done both as part of their training-school experience and as outside interest."

2. "We give a six weeks' intensive course known as social economics. In this, problems of the family, immigration, poverty, crime, social classes, war, etc., are discussed following individual investigations and reports."

3. "In the above course some texts are used. In addition, our history course includes a study of institutions and their development."

4. "The purpose of sociology in our school curriculum is to engender intelligent sympathy in order that our students may be better able to understand and serve the communities to which they go."

Salem, Massachusetts, State Normal School:

1. The aim of the course in economics is "to provide the student with a thorough knowledge of the intricacies of the social system by which he is environed, and the best methods of interesting younger pupils in the practical problems of modern community life." "In this connection students are required to make an intensive study of some phase of social economics. Opportunity for this is afforded through the co-operation of the associated charities of Salem."

3. "We have no formal course in social science except that the title of our course in history, 'History and Social Science,' tells its own story. We have no text which deals especially with the latter phase of the general subject, but give a good deal of attention to community civics, from which we reach out into the larger field of state and nation. In geography, and especially in pedagogy, we give a good deal of promi-

nence to the study of sociology, but it is hardly probable that many of our students would recognize the instructor by that name. There is hardly an instructor in any department who does not make a substantial contribution to this field of instruction."

4. "In such a school as ours I am inclined to believe that we can produce better results in this way than through the establishment of a formal course in sociology. Under present conditions, I hope, each teacher feels a personal responsibility for leading the students under his charge into an appreciation of his obligations as a part of the social whole."

Westfield, Massachusetts, State Normal School:

1. "We do a good deal under the head of child welfare." "Trips are taken, individually or by the class in community civics, to the almshouse, the town lockup, the Hampden County jail, etc., and a day is spent in the civil session of the superior court."

3. "Study of those forms of civic life which fall within the personal experience of everyday life, with special reference and application to public-school pupils: (a) laws in the schoolroom, discipline, laws in the community, the town meeting, executive officers, etc.; (b) public health—contagious disease, quarantine, vaccination, boards of health, disposal of ashes and garbage, clean streets, vital records, medical examiner. Other topics considered are: banks and the saving habit, insurance, the post-office, public highways, care of the poor, public libraries, taxation."

Worcester, Massachusetts, State Normal School:

1. "Conferences for teachers, superintendents, grange members, and others interested in community betterment; annual conferences for rural educators; expert advice and work on problems of curriculum and administration relating to sociological development; addresses and publications by professors of the school; monthly magazine on hygiene; mothers' meeting, visits to charitable and eleemosynary institutions."

2. Course in current events.

3. "Courses in (a) community civics, (b) social science, (c) rural sociology, (d) educational psychology, (e) school administration, (f) hygiene, (g) playground games and supervision."

Kalamazoo, Michigan, Western State Normal School:

1. "We have reports following thorough and protracted investigation of local conditions. Kalamazoo is a city of 50,000 with a large foreign

population, mills, etc. The girls in the class aid the city probation officers by visiting, etc. We have talks by local social workers, labor leaders, mill owners, etc."

3. Sociology is offered in the history department; based on selected chapters in Dewey and Tufts' *Ethics*; 96 hours.

4. "Has specific values to the teacher; is required only of those specializing in history; should be required of all life-certificate students."

Marquette, Michigan, Northern State Normal School:

1. "Usually a few students report on labor conditions—hours, wages, etc.—in Marquette."

2. "In applied sociology we study and report upon about thirty leading social problems"; use the *Survey* and other periodicals.

3. Blackmar, Dealey, Fairbanks, Cooley, etc. "On the theoretical side I usually give about forty problems on such topics as: interdependence, communication, co-operation, conflict, division of labor, association, innovation, social control, socialization, social heredity, etc."

4. Three courses of 48 hours each. The purpose in teaching them: "(a) To supplement psychology, emphasizing the ends of education. (b) Ends can be determined only on basis of knowledge of social environment in which a person is to live his life. (c) Good citizenship is not secured by putting the pupil into a sort of moral vacuum, or teaching forms of government, but acquainting him with conditions of life. Conduct is always a resultant of internal and external conditions, working together. (d) It emphasizes the present and future and tries to slough off some of the nightmares recorded in history."

Mount Pleasant, Michigan, Central State Normal School:

2. Ellwood and topics: "the family, the Negro problem, country life, the social work of the school, the social work of the church, immigration, the problem of the city, poverty and pauperism, crime, etc." Library reading and special reports on books. Sixty hours.

4. Non-professional; no connection with psychology or professional work. "School teachers have usually a too narrow outlook upon life."

Ypsilanti, Michigan, Michigan State Normal School:

3. Two courses of 48 hours each: (1) theoretical: Blackmar and Gillin, "extended use of the best authorities in the field of sociological literature by means of assignments in collateral reading"; (2) practical: problems of local communities, of the state and of the nation. "The survey as an approach to social, remedial effort is especially stressed, and

recent survey reports are studied. Each student undertakes a piece of practical survey work, the united effort of the class presenting a complete survey of some local field. A thesis covering some line of remedial effort is required of each student. Collateral reading in periodicals and reports bearing on sociological investigation is required."

4. "Both courses aim to equip the student with such interest, understanding and resources as to make him a social worker and leader in his community."

Duluth, Minnesota, State Normal School:

2. Ellwood and topics: "night schools, social settlements, voluntary educational organizations, associated charities, juvenile courts, George Junior Republic, Jukes family, high-school fraternities and sororities, school as a social center."

3. "Have made a special effort to have students realize that society is a name for co-operation in living, that it is the chief business of education to prepare, so far as possible, the individual for such living—to help him to make his adaptation."

4. "Sociology should contribute as much as or more than any other subject taught in the normal school to a better knowledge of 'human nature' which we surely need to understand as fully as possible; almost co-ordinate in importance with psychology and the professional work."

Mankato, Minnesota, State Normal School:

1. "Population surveys, rural and community surveys, occupation surveys, nationality surveys. These done for some counties and townships, and some for this city of 15,000 people. We stress the facts of rural sociology, for most of our graduates go out to teach in such communities."

2. Ellwood, Wright, Henderson. Two courses of 60 hours each; first partly topical, second entirely so: immigration, poverty, crime, intemperance, feeble-mindedness, family problems, etc.

3. Social evolution.

4. "The great weakness of teachers: lack of contact with outside world to vitalize their teaching. The teacher who goes out equipped with the facts of social organization vitalizes her work much more in every way, and keeps her subject-matter human; gets away from formal method, and keeps the school correlated with actual life."

Moorhead, Minnesota, State Normal School:

1. "An investigation into the social forms and forces of evil in the city of Moorhead."

2. Ellwood, topical work, 60 hours; "immigration, criminology, poverty and pauperism, socialism, the Negro problem, the problems of the city, the rural problem, marriage and divorce, the 'boy' problem, charity and philanthropy, the liquor problem."

3. "A survey of sociological authorities, with a brief discussion of the work and the particular 'social theory' of each; the importance in society of the family, religion, government."

4. "A teacher is a social worker. Education is said to be the only safe basis of democratic government. The teacher should have a comprehensive view of society, the forces of social change, and the fundamental laws that govern human activities."

St. Cloud, Minnesota, State Normal School:

1. "Every student makes a special and detailed study of some special topic. A part of that study must be direct, first-hand investigation."

2. Ellwood and Wright, topical method, 60 hours. "Most time is spent on problems of today."

3. "Man is more than an individual; each one of us has also larger social 'selves.' Society is organic. The historical perspective of every topic is given first. (a) General principles. (b) The family, home, household. (c) The state, political institutions. (d) Business society, economic institutions. (e) The church, religious institutions. (f) The school, other intellectual and aesthetic institutions, the press, libraries, etc. (g) Polite society. (h) Organizations for charity and reform."

4. A professional subject closely related to psychology; both taught by the same teacher. "(a) Gives the organic perspective to human relations and thus counteracts the individualistic attitude so common among ambitious young people. (b) Education is a social process of vital importance; hence it cannot be properly studied if we leave out its sociological aspect."

St. Paul, Minnesota, Teachers' Training School:

1. "Study of local institutions—state prison, reformatories, juvenile court, detention homes, rescue homes, wage legislation, etc. We try to make students apply their knowledge to local conditions so that it will become practical as well as informational."

2. Ellwood, supplemented by topics. "Special topics not treated in the text are assigned to each member of the class. After the topic has been presented the question of how existing conditions can be improved is considered. Very free discussion."

4. "Every intelligent citizen should know present-day social conditions; consider means whereby they can be improved; every one do his part. How can he do his part unless he knows how?" Thirty hours.

Winona, Minnesota, State Normal School:

1. "I have always used such material as the community afforded for illustrating various points. With about 180 students a year it was impossible to proceed on the laboratory method alone. For instance, we could not postpone all study of divorces until one occurred in the local court, nor have that many girls and boys poking into family rows, nor have somebody killed so as to study criminals. Neither do I favor getting up clubs just to have clubs to study. In fact, I found our people were not ready for work of that kind. It was theory, text information, current problems, and a social point of view that they needed."

3. "Hayes, *Introduction to the Study of Sociology*. The text is supplemented by a considerable amount of reading along the line of present-day problems, such as immigration, marriage, divorce, housing, poverty, city and rural conditions. The object of the collateral work is to have the class comprehend the problem and become familiar with some of the most worthy propositions for ameliorating manifestly unsatisfactory social conditions."

4. Required of all who do not take economics. Sixty hours. Valuable professionally. "Gives an understanding of social groups, the most hopeful methods of meeting social problems, and an insight into current literature."

Cape Girardeau, Missouri, Missouri State Normal School, Third District:

1. "Some study of local organization, such as churches, lodges, etc., school surveys, hygienic surveys."

2. "Wright and topical method."

3. "Giddings, Cooley, Ward, Tarde, Wundt, Thorndike, Dewey, Blackmar and Gillen, Ross. Population, its movements, center of gravity, etc., elementary statistics in relation thereto; primitive life, especially the arts (with the use of material in Beckwith Collection), including some anthropometry (laboratory work with skeletons of Indians), and a study of the physical features of the main types of mankind; the historical evolution of society, based largely on Giddings; the human mind in relation to custom, fashion, etc. (with the use of statistical methods)."

4. "Working of institutions understood better. Aim is to use laboratory methods wherever possible. Fundamental to much of the

professional work in education; vital to a correct understanding of citizenship. Three courses of 36 hours each."

Kirksville, Missouri, First District Normal School:

1. "Doing several varieties of social-survey service in town, village, and rural communities; bringing its students in many ways into first-hand contact with conditions. It is the purpose of the president and faculty of this normal school to make frequent excursions into village and rural schools of this territory. While public schools are in session, one or more members of the faculty are engaged in field work nearly all the time. We share actively in rural and village club life, parent-teacher associations, Boy Scout movements, girls' Camp Fire activities, conventions of school boards, teachers, and people, and a great variety of assemblies for moral, religious, and recreational purposes."

2. (1917) "We are learning and constantly relearning our problems. We are living our lives in close and vital relation with real people and actual conditions."

3. (1917) "General sociology, vocational guidance, rural sociology, and other similar studies. We have general courses for the various types of rural and village teachers covering rural life problems in many varieties. We have made surveys of entire counties covering several months in the field; also surveys by our sociology students that discover condition of urban and suburban people who need help and advice in order to live and become as little burdensome to the state as possible."

4. (1915) "If sociology is fairly well represented by the questionnaire accompanying your letter I would consider it so ill defined as to constitute hodgepodge. You submit a list of unrelated topics. Until some better presentation of your subject is made, you may count this institution against your proposition to introduce sociology."

(1917) "The institution attaches professional importance to sociology because the study, when made concrete, contributes very largely to that insight into community needs which teachers, as leaders in communities, need."

Maryville, Missouri, State Normal School:

2. Ellwood, census, state reports, periodicals.

3. King, Betts, Cooley, Ross, Giddings, Ward, *et al.* "Main topics: (a) the family, industry, social ideals, classes, social control; (b) the population—autogenous, immigration, and problems; (c) the school in relation to all of the above."

4. The course is called educational sociology; 30 hours.

St. Louis, Missouri, Harris Teachers' College:

1. "Extension courses given; observation of playgrounds and social centers; trips to city institutions."
2. "Such topics as are treated in Ellwood, with the study of the social problems of the modern city: juvenile delinquents, housing, poverty, social settlements, etc."
3. "Social psychology, with Cooley, Ross, and McDougall as main texts. Educational sociology is a detailed study of the action and interaction of the educative agencies in modern urban society. Sixty hours required."
4. "Three courses, 30 and 80 hours each. All are designed to bear directly upon the problem of education; taught from outline."

Springfield, Missouri, State Normal School:

1. Extension classes in centers, correspondence work. "We are surveying all the time. We study conditions and have much tabulated material recorded as a result. We have carefully planned and supervised literary society work for nearly all pupils. We have carefully planned and supervised Christian Association; more than half of our pupils take part. Our students are grouped by classes, by counties, and can be grouped in several ways for special purposes. We control these to the extent of preventing frivolous talk and amusement. Good social leadership is the result. Many personal conferences are held. They help to fit pupils into social and economic situations."
2. "The home, the school, the church, amusements, roads, all means of travel and communication, charity and corrections, social organizations, etc. The topics are varied to suit conditions."
4. Two courses of 60 hours each: rural sociology preceding psychology; sociology for advanced students coming in the latter part of the college work. "Sociology is at least semi-professional; our purpose in giving it is to emphasize service."

Warrensburg, Missouri, State Normal School:

1. "We have surveyed social conditions in this town."
2. Henderson, Ellwood, topics; much discussion and reading.
3. Giddings; "The most emphasized feature of our work is the study of the school, the church, the family, as social institutions."
4. "Our course is called educational sociology. We intend to orient the student with his institutional life. Only advanced students take this course." Sixty hours.

Dillon, Montana, State Normal College:

3. "Beginning with a survey of primitive institutions, sociology presents an outline of their evolution to the stage reached in modern society."

4. "The purpose of this study is not so much to discuss various theories of social organization as it is to gain practical help on the problem of education. By reason of the intimate connection between race history and the mental development of the child, the well-prepared teacher must comprehend something of the course of race development."

Peru, Nebraska, State Normal School:

3. Social psychology, given in the department of psychology, is in two parts: "(a) psychological aspect, using McDougall as the basis; (b) sociological aspect, a study of the social mind, laying emphasis on the pedagogical implications." In a department of sociology three courses: political science, ethics, political economy. Two courses in rural sociology in department of education.

Wayne, Nebraska, State Normal School:

3. Two courses, of 90 hours each: "(1) an introduction to the study of society; history of social theory; study of social structure, functions, psychology, pathology; (2) contemporary society in the United States; the social mind, institutions, tendencies."

Keene, New Hampshire, State Normal School:

1. Lectures and extension courses open to the public. Rural-school group work.

3. Rural sociology, pedagogy, school management, psychology, geography.

Plymouth, New Hampshire, State Normal School:

3. Topics selected from *Introduction to the Social Sciences*, by Bogardus, 36 hours.

4. "An important study for the larger, fuller view."

Jersey City, New Jersey, New Jersey State Normal School:

4. "We have no course in sociology." (1917) "We really teach the subject-matter of sociology all through our curricula, but don't call it by that name."

Montclair, New Jersey, New Jersey State Normal School:

1. "We have given courses to public school teachers on the psychology of backward children."

3. "The course in genetic psychology and child study deals with the development of the social consciousness of the child and handles most of the topics covered by McDougall's *Social Psychology*. Pedagogy handles the social relations of the teacher and the school."

Paterson, New Jersey, Paterson Normal Training School:

1. "We seek to impress upon the mind of the student-teacher the necessity of knowing, first of all, her own city—its history, its industrial, occupational, and racial conditions—so that she may have an intelligent comprehension of the problems of community life that that city embodies. This gives a genuinely scientific basis for formulating a scheme of education that, through its varying types of schools and different educational activities, would ideally satisfy the conditions, needs, problems of Paterson. So, too, we make a sociological study of particular district schools in the city system, and of specific grades. I subjoin a brief outline of our course in school management which may assist in making my meaning clear.

I. Survey of Paterson

- a) Historical
- b) Industrial, occupational
- c) Racial

II. The school

- a) What community problems are peculiar to Paterson?
- b) What are the various agencies that must co-operate for the effective solution of those problems?
- c) What types of schools and what special educational activities are needed to the end indicated?
- d) How may the schools best co-ordinate their activities with those of other social agencies?

III. The grade

- a) The meaning of grade (room, group)
- b) What common characteristics do pupils of any one grade possess?
- c) What conditions separate pupils of any specific grade into varied types?
- d) What can the school do to make those pupils homogeneous?
- e) What can it not do?
- f) How do racial and other differences noted in c) above bear on the problem of teaching?
- g) How do they relate to problems of management?

IV. The teacher

- a) Rôle in the political, religious, and general civic activities of the city

The primary purpose in the discussion of 'the grade' is to impress upon the mind of the student-teacher that no general knowledge of the canons of school management in the abstract can ever compensate for the lack of familiarity with the pupil in the concrete, as embodying, through his inherited, environmental, and racial tendencies, a definite problem that the teacher must solve."

2. "In history of education the problems examined are those that spring directly from, and are suggested immediately by, the conditions obtaining in the training school, the city system, and the state at large. This provides what I have called the necessary 'apperceptive basis': students feel that they are gaining information that functions directly in the solution of the problems that they must inevitably encounter as teachers."

4. "I question the utility of a specific course in sociology as such; I utilize it as affording the necessary apperceptive basis. I strongly urge the need of a sociological basis for an adequate apprehension by the student of the problems involved in school law, school management, psychology (the training department of the normal school should be considered as the best psychological laboratory for the student-teacher, and psychology and observation should go hand in hand and be taught early in the course of study), and history of education."

Trenton, New Jersey, New Jersey State Normal School:

3. "Permit me to be somewhat dogmatic and terse in saying that there is nothing planned for sociology that is not planned for history. The pupils of any community must be taught how to live in that community, what things are for their welfare and what are injurious. Many of these things are taught under the title of history. Very many schools use the title 'civics.' We also try to learn from the study of English and science what helps social development; what, for instance, the telephone has accomplished."

4. "I do not understand sociology to be a definite and exclusive science. Society is not clearly defined. A number of your questions are not such as have a common meaning in my judgment. Whatever meaning they have might be peculiar either to those forming the questionnaire or to those trying to answer."

Las Vegas, New Mexico, New Mexico Normal University:

1. An educational survey of New Mexico.

2. "This institution is trying to solve the pedagogical problems involved in the close proximity of two races. It is also trying to

improve the social conditions of the Spanish-American people, dealing with such questions as health, too early marriages, and the value of education to the Spanish-American."

3. Two courses of 90 hours each: elementary, with Dealey and Ross; advanced, with Sumner's *Folkways*, Weininger's *Sex and Character*, and Thomas' *Sex and Society*. Extensive list of references.

4. "Sociology stands equal with psychology and other professional work. I consider biology, sociology, and psychology as a *sine qua non* for the good teacher and the strong administrator. A thorough consideration of the ideals and methods of education cannot be made without the contributions which are being made by the new science of sociology."

Silver City, New Mexico, The New Mexico State Normal School:

1, 2. "We have these."

3. "We run a regular course of one-half unit and one unit in textbook sociology."

4. "Professional sociology is recognized for certification purposes in this state and is taught as a regular subject in this institution."

Albany, New York, New York State College for Teachers:

3. Nine courses in sociology: principles and problems in sociology, the school and society, principles of industrial education, social development and education, and five others on the economic and political phases of society.

Brockport, New York, State Normal and Training School:

3. School economy, methods of American history, methods of geography.

4. "We have no definite course in sociology, but we think we cover the matter of social relations very well."

Buffalo, New York, State Normal School:

4. "Has not up to the present undertaken any formal work in sociology. We have in mind considerable extension of our work; if this should take place we shall certainly include a course along this line."

Fredonia, New York, State Normal School:

3. History of education, school economy, psychology, general "talks."

New Paltz, New York, State Normal School:

2. "Immigration and race problems (vital in this locality), village and city problems, the family. As my classes consist almost entirely

of girls, I make the work practical for them. I emphasize especially the problems related to the family—marriage, divorce, death-rate, birth-rate, eugenics, better-baby questions, laws of heredity, etc.”

3. “These problems come after a presentation of those laws which are recognized as operative in society, and after a study of the relationship of the individual to the whole. Discussions, lectures on special topics; follow no regular text but use Ellwood, Ross, Dealey, Shaler, Addams, Steiner, etc.; students have special problems for study.” Thirty hours.

4. “Most valuable to teachers: to emphasize the profession of teaching in its influence upon society; to lead the young people to see the place of the present in the history of the race; to cultivate sane judgment in the weighing of present-day problems; to lead to an appreciation of the value of childhood, the sacredness of parenthood. This [1915] is the second year that we have had this course in our normal school, and I cannot speak too highly of the interest that is taken in it, and of its apparent value to our young girls. It is almost their whole topic of conversation and of reading while they are taking it. We could give up many things rather than to give up this course now. I presume we are exploring in the dark with this new subject, but we are enjoying it, and should be glad to know if there are any who have seen more light than we have.”

Oneota, New York, State Normal School:

3. “This work is done in our psychology and school administration courses.”

Oswego, New York, State Normal and Training School:

1. “Teacher of psychology in our faculty was largely instrumental in starting a public playground in the city and arranging for its management.”

2. “All these I recognize as vital questions and direct the attention of my classes in English to them—through reading and class report, oral or written, on magazine articles upon these topics. I consider nothing in the school curriculum so important as the study of social conditions, including the industrial and economic. I wonder at the blindness of a policy which does not give heed to the matter. ‘Where there is no vision the people perish.’ I do what I can to let them see ‘how the other half lives,’ and how differently we all might live if we would but wake up to the fact that co-operation, brotherhood, foresight, are the watchwords for progress.”

3. "In a special class to train teachers for defective children, two lessons a week for twenty weeks—a most inadequate amount of time. In that time I do what I can toward opening the eyes of the class to existing social conditions, and impressing upon them the need of an intelligent comprehension of the needs of society. I do what I can in my English classes to further the same ends—an understanding of present-day conditions, together with a desire to lend a hand in hurrying along the new heavens and the new earth."

4. "I regret that I can report only such insufficient and fragmentary work. My chief excuse is that the state lays down our program for us. Yet I think if teachers are themselves awake to the fact that social and economic injustice and chaos are of more vital import than geographical or mathematical facts, much may be done in spite of a curriculum."

Rochester, New York, Rochester Normal Training School:

4. "We have no course. Our curriculum is prescribed largely by the state department. This does not require sociology."

Schenectady, New York, Schenectady Teachers' Training School:

3. Psychology, history, ethics, child study, English.

Syracuse, New York, Syracuse Training School for Teachers:

1. "Visit schools and homes, share in playground supervision," etc.

3. Psychology, school management, history of education, language methods, history, civics.

Yonkers, New York, Yonkers Training School for Teachers:

3. School management, history, history of education, civics, psychology, logic, rhetoric, geography. "Ours is a small school and the teachers come into close contact with students. All these questions are taken up."

Greenville, North Carolina, Carolina Teachers' Training School:

3. Rural sociology, history, civics, public-school music, home economics, primary methods, pedagogy, English, practice teaching, morning talks.

Ellendale, North Dakota, State Normal and Industrial School:

2. Ellwood and wider reading; lectures.

3. "School administration, a senior elective, required of certain pupils in the summer school, brings in a great deal of sociology; a lecture and reading course. Rural sociology given in the summer school; largely an investigation course."

4. "Co-ordinate with psychology and the professional work; to help the prospective teacher understand her pupils and the community she is serving."

Mayville, North Dakota, State Normal School:

2. Ellwood; "Immigration, city problem, crime, poverty, etc."

3. "Origin, growth, structure, and activities of society under certain conditions."

4. "All public-school pupils must be members of society; the teacher should have some foundational knowledge of it."

Minot, North Dakota, State Normal School:

3. "I do not know that any of the topics you suggest receive formal attention in any of the courses. They do not in any of mine—pedagogy and practice teaching. Incidentally they come up in history of education, general methods, psychology, etc."

4. "This is only our second year."

Valley City, North Dakota, State Normal School:

1. "We made a survey of Valley City to learn the number of traveling men who annually call at each store—an effort to determine the economic loss involved in dealing through middlemen."

2. Ellwood. "We study each prominent social problem for about two weeks, and read one or two good books on it."

3. "We do not spend much time upon the theory of sociology."

4. Ninety hours each of economics and sociology. "A teacher should be well acquainted with the industrial and social world she is fitting children to live in."

Cleveland, Ohio, Normal Training School:

1. "Our educational museum, for the elementary schools, and civic biology, for the city at large, are carrying on a work of great value for educational and civic betterment." See *Boys and Girls of Garden City*, Ginn and Company; *Scientific American*, February 15, 1913, July 11, 1914, September 12, 1914.

3. Most of the topics are taken up in social aspects of education; three each in civics, and principles of education; one each in English and history of education.

Columbus, Ohio, Columbus Normal School:

3. All except one of the sixteen theoretical topics are treated incidentally. Two of them "in everything, especially in training schools"; one "in many and at many times"; one "usually in talks given to

students by principal and instructor in psychology"; one in "talks and lectures"; others in literature, ethics, history, civics, etc.

Kent, Ohio, State Normal School:

1. Work "in connection with state school survey; also a survey of Portage County recreation activities."

3. (a) Rural sociology, using Gillette and Cubberley. (b) Social aspects of education, using King and Dewey. (c) Sociology, with Cooley's *Social Organization*: subject-matter of sociology, the social process and the factors of social change, group units, the social mind, social control, modern problems, the relation of education to the social process.

4. In these three courses of 60 hours each "we are trying to find out how our present school systems must be modified to meet the social conditions of the twentieth century."

Ada, Oklahoma, East Central State Normal School:

1. Small and Vincent, with topical method. The emphasized feature is the study of rural districts.

4. "A professional subject for teachers; to give a broader conception of life."

Alva, Oklahoma, Northwestern State Normal School:

1. Judge county school contest; make rural-school and high-school investigations. "We send out printed blanks, both to rural teachers and county superintendents. These are filed away in office and used by students in studying school conditions by counties. Themes and papers written; results published in local school journal, newspapers, etc."

3. Pedagogy and philosophy of education, history and history of education, psychology, methods, child study, English.

4. "Will give sociology soon as our course of study calls for it."

Durant, Oklahoma, Southeastern State Normal School:

3. Rural-school sociology, method in education.

Tahlequah, Oklahoma, Northeastern State Normal School:

1. "We have regular correspondence courses which we send out to students at a fee of five dollars each."

3. Rural sociology, rural-school problems, child study, history, and various educational courses.

Monmouth, Oregon, State Normal School:

1. "Survey work in a very limited way locally. We use a text (Burch and Nearing), but much of the work is from concrete examples and problems at first hand in city, county, state, and nation."

2. "Each day a student reports some item of large sociological interest—internationally, nationally, state, etc., and this is correlated with the text and discussed. This matter is taken from the leading dailies, periodicals, e.g., *Outlook*, *New Republic*, *World's Work*, etc. Important topics: immigration, state insurance, unemployed, conservation problems, sociological tendencies in law-making. Live issues are used, and the students are urged to formulate opinions."

3. Rural sociology in connection with the rural-school course.

4. Hours, 100 and 50. "The prime function is to make good, thinking citizens of the teachers, and of the boys and girls through them, to get them really interested so that they realize the problems and the vital connection which we all have with them."

Bloomsburg, Pennsylvania, State Normal School:

3. Psychology, school management, pedagogy, ethics, civil government.

4. "Sociology is an optional branch, but has never been chosen. The subjects named in your questions are all discussed to a greater or less degree in a well-conducted normal school, even though not under the specified head of sociology. Many important subjects are so considered. Ethics never is taught from a textbook in a well-conducted family, unless you are disposed to consider the Bible as serving in that capacity, yet the children become ethical forces in the community. This is true of many schools also."

California, Pennsylvania, Southwestern State Normal School:

4. "We expect to introduce sociology next year."

Clarion, Pennsylvania, State Normal School:

2. Ellwood; the topics suggested by the textbook.

4. It comes in the Senior year, 65 hours. "I would regard it as a professional study, but it is not so considered. The school should be a socializing institution; therefore the teacher should be acquainted with the laws of society, that she may be more of a socializing factor."

East Stroudsburg, Pennsylvania, State Normal School:

4. "In the fourth year ethics, logic, and sociology may be substituted for Virgil, French, or German. Philosophy of education or surveying may be substituted for ethics, logic, or sociology."

Edinboro, Pennsylvania, Northwestern State Normal School:

1. "Social survey work in rural schools of this county."
4. Sociology "has just been introduced"; no text adopted. "Is considered largely professional"; 100 hours.

Erie, Pennsylvania, Erie Normal Training School:

3. "We use Monroe's larger *Text-Book in History of Education* which treats of 'The Sociological Tendency in Education.' On my own responsibility I have required the reading of *Civics and Health* and *Efficient Democracy* by William H. Allen, but we have not made them the basis of class work."

4. "We seize every available opportunity which presents itself to emphasize the ideas contained in the science of sociology, because we firmly believe that much of the work in a school misses the end aimed at if we do not send out students from us fully impressed with the feeling that the individual as an individual does not count, but that he must realize and act upon the relationships in which he is involved as a part of the great social whole. I think we must have this course in all our schools."

Indiana, Pennsylvania, State Normal School:

1. "A mission-study class on immigration attempts to show prospective teachers how to deal with the Pennsylvania foreign population. Visits to mining towns are made in company with workers who can secure the admission of the party to houses of Italians, Hungarians, etc. The school is the most democratic institution, and if America is to assimilate its great foreign population teachers must know how to deal with not only the children but also the adults of the foreign section of a community. The teachers in even small American communities are often the chief influence for social betterment."

3. "All of the topics are treated incidentally, mostly very briefly; more in history and pedagogy than in any other branch."

4. "I believe emphatically that normal schools in any state where sociological problems are as heavy as they are in Pennsylvania should offer courses in practical sociology. Pennsylvania normal schools have, unfortunately, a course in sociology as an alternative with a foreign language (modern). Of course students desire a modern foreign language, therefore sociology is not elected."

Kutztown, Pennsylvania, Keystone Normal School:

2. Ellwood.
4. "During the school year 1914-15 about 40 per cent of the seniors elected sociology. Personally, I feel that it should be a required study,

but the majority of the board, who arrange the normal-school curriculum of our state, are not of this mind."

Lock Haven, Pennsylvania, Central State Normal School:

4. "Unable to answer with any satisfaction. Glad to have a copy of questions and will be interested in seeing a copy of your report."

Mansfield, Pennsylvania, State Normal School:

2. "I dwell particularly on social evils and eliminations; immigration, racial problems, economic conditions; rural sociology."

3. Deale, and topical study, but mainly lecture.

4. "Of equal importance with psychology and the professional work. One of the most humane, and consequently one of the most effective of subjects." Seventy-five hours.

Millersville, Pennsylvania, State Normal School:

1. Small and Vincent. "We are trying to find all the good qualities in the homes of one township of ten schools, to idealize the good found there."

2. Topical work in part: "(a) evolution of rural society in America, Cubberley; (b) conditions of rural society today; (c) institutions for the rejuvenation of rural society," Cubberley.

4. "A contributory subject, fundamental as a means of enriching the teacher's mental background." Fifty hours. (1917) "We are hoping that Pennsylvania normal schools will gradually modify their course of study to further this important aspect of education."

Reading, Pennsylvania, Normal Training School for Girls:

3. Ethics, child study, school management, civics, history of education.

Slippery Rock, Pennsylvania, Slippery Rock State Normal School:

1. "We are planning this year (1917) to give definite instruction in playground supervision, the organization of social societies and the organization of boys' and girls' clubs."

3. "In the fourth year of our normal-school course the students will give one term to the study of sociology. This work in sociology shall be just as practical as it can be."

West Chester, Pennsylvania, State Normal School:

1. "In connection with our practice teaching in rural schools a third of our class have had opportunity to note and report fully in class on conditions in their home communities."

2. "(a) Ellwood, 45 hours. (b) Lectures and reference work, 38 hours. Given as an extension course by Dr. Lichtenberger, head of the department of sociology in the University of Pennsylvania. Each student gathers material from *The Survey* and other periodicals for a term paper on some topic. The past year 85 students and teachers have taken the course; next year there may be two sections."

4. "It is classified by the normal-school principals as a professional subject. It is an elective, however. About 300 of our 350 seniors next year will take it. I had two large sections the past year; next year I shall have five or six."

Statement by Dr. Lichtenberger: "Psychology is basic for sociology, of course, but certainly teachers should possess the social point of view, and this I take it can be acquired more readily from a course in sociology than any other course. The course I gave in West Chester, and which will be repeated in the first semester of next year, was entitled 'Social Problems,' and dealt in the main with such subjects as the modern attitude toward social problems, the scientific basis of social problems; problems of population, including a study of race problems, immigration, and eugenics; problems of social adjustment, including dependency, defectiveness, delinquency; social economic problems, including labor problems, women and industry, child labor, etc."

Providence, Rhode Island, Rhode Island State Normal School:

1. "Regular courses of lectures on Saturdays. Classes for teachers in afternoons and Saturdays. Courses of lectures by our teachers in different parts of the state."

3. "Every topic receives incidental treatment in some course. Here are some points from the announcement of courses in the department of education which suggest how this is done: problems involved in the selection and arrangement of subject-matter in the curriculum; American school systems; tendencies in teaching profession and school population; the function and meaning of the kindergarten; a study of the work of the teacher from the standpoint of social requirements; practical purposes of education; principles involved in the selection and organization of subjects; the social basis of school incentives; the elementary school; the teaching profession."

Orangeburg, South Carolina, State Agricultural and Mechanical College:

2. "In our course of study we lay great stress on rural community life. In our normal course we teach rural sociology (Gillette), rural pedagogy (Focht), and social economics."

Rock Hill, South Carolina, Winthrop Normal and Industrial College:

1. "One period of observation in mill villages."

3. Giddings and Ross, with topical work. Emphasized topics: "the crowd, the mob, origins of society; that there are recognizable laws of development of human institutions."

4. Two courses, 60 hours each, both elective; one course in psychology is required. "Students need to know that the study of 'people' is the best preparation for teaching and social service among 'people.' "

Aberdeen, South Carolina, Northern Normal and Industrial School:

3. "Required, 60 hours; distinctly pedagogical in character, scope, and purpose, as are psychology and pedagogy. Elective 180 hours."

4. "Most of the work done in sociology in normal schools is of the type done in college, and is invaluable from the point of view of general information and training for citizenship. It seems to me, however, that in a normal school the subject-matter ought to be looked at from a different angle. The problem of education is a social one, and the process a social one. Strictly speaking, education is a department of sociology. All pedagogical processes are as truly sociological as they are psychological. Pedagogical sociology is as essentially a basic study of education as is educational psychology. Every argument for the latter is equally forceful for the former. A fuller statement of my views will be found on pp. 560-63 of the N.E.A. *Proceedings* for 1914."

Springfield, South Dakota, State Normal School:

3. Giddings, Ellwood, and Cubberley; two courses of 90 and 60 hours respectively: "to bring to the student an understanding of the nature and structure of modern society"; paper and reference reading; problems in latter part.

4. "Young teachers ought to understand the nature of society so as to see the relation of teaching to the social demands. We prepare our students for social service."

Memphis, Tennessee, West Tennessee State Normal School:

2. Rural sociology, Ellwood; rural-school problems.

3. Rural economics, Carver; principles of education.

4. Each of these four courses continues for 60 hours; uses "church surveys, government reports, and periodical literature."

Huntsville, Texas, Sam Houston State Normal Institute:

1. "Students make investigations of rural conditions in this section of Texas; in co-operation with county superintendents and trustees promote social center work at rural school houses."

3. Rural sociology, Cubberley; "all the senior education courses."

Castleton, Vermont, State Normal School:

2. History, school management, psychology.

4. "I doubt the advisability, or rather the practical value, of teaching sociology as a basal science with Vermont students preparing to be teachers. We do co-ordinate it with psychology, school management, and other studies."

Johnson, Vermont, State Normal School:

3. "Sociology, morals, and manners—a discussion of the forces which make for social betterment; also of personal and social morals and manners. The social basis of education is taught in connection with other subjects, such as school management, ethics, and methods."

Fredericksburg, Virginia, State Normal and Industrial School:

2. Ellwood, lectures, parallel readings. "Origin and growth of population; the family and the problem of divorce; immigration; the Negro; the city; poverty and pauperism; woman's movement; vocational training and vocational guidance; community life activities, etc. Current problems as discussed in the newspapers and magazines; various periodicals are assigned to the students and brief class reports are made from time to time." Three hours a week throughout the year.

4. "It touches life-interests; it informs students of present-day conditions which confront us as a people, which must be solved, and which the school as a social institution must help meet; it undertakes to show how the school should be a vital force in the community life, and how it may materially aid in correcting many social evils."

Hampton, Virginia, Hampton Normal and Agricultural Institute:

1. "The neighborhood of Hampton has been divided into four districts in which one or more Hampton teachers with student-helpers hold weekly club meetings. There are clubs for girls, for boys, and for women. The clubs aim to build up individual health and morality, and to foster a spirit of co-operation for the sake of community welfare. On Sunday student-helpers hold regular religious services in the poor-house, the jail, the old people's home, three Sunday schools, and in the homes of old people who are too infirm to go out. The majority of the students at some time in their course help in this work."

3. "The aim in sociology for boys is to gain an understanding of race traits and their relation to problems of social adjustment; to check up individual experiences with the principles stated by modern sociologists; and to study the facts dealing with social service. The course in sociology for the girls aims to show them the place of the individual,

the home, and the community in the social whole; the value of character; the relation of character to the home and to business; character building and the recreation problem; the duties of the home, the health of the home; the relation of income to character building, to home development, and to racial welfare." Civics and community betterment, in summer school: "(a) population in country and city; (b) occupations and wages in relation to country and city life; (c) health, disease, and mortality; (d) housing in country and city; (e) child life in relation to play and labor."

4. "I think it is fair to say of Hampton that in every possible way we try to make the student realize his relation to, and responsibility for, his community. In the regular courses in economics and sociology we try to have the students understand thoroughly the facts concerning certain movements that have succeeded, and we try to draw from these facts such lessons as will help them when they go out to become community leaders."

Harrisonburg, Virginia, State Normal and Industrial School for Women:

1. "We have had the several members of a class make special studies of their home communities, being guided by an outline prepared by the teacher. Some very interesting results have been obtained."

2. (a) Rural sociology—Butterfield, Kern, Bailey, Eggleston and Bruere, Gillette; (b) General sociology—Wright, Ellwood, Ross, Earp; "the home and the family, the school as a community center, the church, the teacher as a social factor, the relation of sociology to good citizenship, preventive social engineering."

4. "We aim to develop a social sense and facility by incidental means, but at the same time we deem the formal teaching of sociology as necessary to best results. We certainly believe that the attention of the student should be directed consciously as well as systematically to social relations and social responsibilities. Every teacher should be a social leader, and to be efficient and safe should comprehend the situation and know something of methods. We stress the professional value in a practical way. Two courses of 36 and 60 hours respectively, one of them since the opening of the school in 1909."

Petersburg, Virginia, Virginia Normal and Industrial Institute:

4. "We have just arranged a new curriculum for next year which will include sociology. We regard it as a very important subject for the professional man or woman, and the teacher, above all other profession-people, must be a social worker."

Bellingham, Washington, State Normal School:

1. "Survey of the moving picture locally; not very thoroughly done."

3. Dealey, Gillette; two courses of 72 hours each. "Besides the textbook and lecture work, each student makes a study of some topic and writes an essay on it. These essays are read and discussed in class. We make much of practical applications."

4. "Rural sociology is definitely professional, the other course nearly so. They preferably come after psychology and the other professional work. The teacher needs some knowledge of the laws underlying social development; also an interest in practical social problems in the light of these laws."

Cheney, Washington, State Normal School:

2. Ellwood and topical work; emphasis on social origins; 72 hours.

4. Useful to any intelligent citizen, but has a particular importance for the teacher the same as psychology and the professional work; "gives social perspective, shows how education has functioned historically."

Athens, West Virginia, Concord State Normal School:

1. "Class conducted largely by pupils; corn clubs, etc."

3. Social principles of education; Betts and topical work.

Fairmont, West Virginia, Fairmont State Normal School:

4. "We give a course in sociology continuing through one-half of the year. We expect to enlarge this to one year in the near future. We believe that the subject is of the utmost importance in education."

Kaukauna, Wisconsin, Outagamie County Training School:

1. "We believe in making our work as practical as we know how to, by having student-teachers participate in the things we encourage them to operate in the rural schools: (a) plays and games on the grounds, in the gymnasium, and in the schoolroom and classroom; (b) field days; (c) assist with playground supervision when visiting rural schools; (d) assist rural teachers in giving their programs; (e) local surveys and excursions to see industries in connection with geography; excursions to see caucuses, elections, councils, courts, boards of equalization etc., in civics."

2. "The study of social problems is taken up in connection with current events and history classes."

3. "We teach rural sociology, rural economics, farm business methods, with topical work in common rural problems. Rural sociology includes

social center work, preparation of programs for special days, the organization of clubs, circles, and contests."

4. "Knowledge along these lines gives a broader vision and lifts teachers above the petty matters of routine. We want our young teachers to have an appreciation of the labors of the patrons of the school they teach, to see where their branches of science will assist in the farm labors and farm life."

La Crosse, Wisconsin, State Normal School:

1. "Plan to do some social survey work this spring in La Crosse."
3. Blackmar and Ellwood, with lectures and collateral reading.
4. "It is one of our electives in the junior college department; normal students may take it"; 36 hours.

Menomonie, Wisconsin, The Stout Institute:

3. Home and social economics. "No textbook is used, but a printed set of syllabi, prepared by the instructor, which contain an outline of the subject-matter under discussion, a list of available references, a list of problems and of topics for class discussion. The method of recitation includes lectures, given by the instructor, and reports by the individual members of the class upon specially assigned topics—the preparation of these reports requiring the intensive reading of the references listed in the syllabi." (a) The family; evolution of the house and home; the disintegration of the modern family; the ethics of the family; eugenics and the family. (b) Woman's industrial and ethical relations to society; women in primitive industry; women in modern industry; women of the leisure class; the relation of woman as purchaser or consumer to the producer. (c) The "child-welfare" movement: causes of delinquency. The twelve syllabi so far put into print do not cover all of the above topics, but here are the titles of four of somewhat different scope: *Euthenics, Sex Instruction, Education for Parenthood, The Domestic Service Problem.*

4. "I feel that there is need for work in sociology in all normal schools and also in the high schools. I felt that need many years ago and in about 1896 I organized and taught such a course in the Milwaukee normal school, which I think was the first of its kind in any normal school in the United States. Why students should be made to spend a year on ancient history and give no time to the sociological movements about them of which they are a part, is a thing I cannot comprehend. The trained sociologist is quite apt to disparage the rather limited field

which it is possible to cultivate with high-school students, and perhaps normal-school students, in the short time available. It is not so much with the purpose of giving profound knowledge of sociological movements, as it is to awaken interest in the activities of society of which the individual is a part and to create an inquiring and open attitude of mind concerning this subject."

Milwaukee, Wisconsin, State Normal School:

1. "Survey of housing conditions, wages, and city government." See N.E.A. *Proceedings*, 1914, page 560. Small and Vincent used.

2. Ellwood; "reading of current magazines and daily papers, study of present-day problems."

4. "We give it because of its inherent value and its relation to pedagogy, psychology, history, geography, *and life*. It is *life*. Every student in every normal school ought to study sociology."

Oshkosh, Wisconsin, State Normal School:

1. "Each student in the class makes a sociological analysis of some institution, organization, or group of persons—a school or grade, practice class, literary society, boarding club, rural neighborhood, family. Class now making a survey of the out-of-school occupations of the school children of the city; has made two visits in a body to a school where grammar-grade children are organized in clubs. When we come to the theory of government and democracy we study the self-government system of our school and try to see ways to improve it."

2. Incidental to the study of principles.

3. "Follow reference syllabus prepared by teacher; use Cooley, Giddings, Fairbanks, Ross, etc.; the above work (1) done to illustrate and apply the principles incidentally."

4. "Strictly professional, like psychology. Ninety hours, elective. Teaching is always a social process. The school is a social institution, with much in it and around it which profoundly influences the child beside what the teacher and school authorities intend to have there. Therefore the teacher needs to be familiar with the principles underlying all society; which means that the teacher should have a course in sociological theory, with the illustrative matter largely drawn from school, playground, family, etc."

Platteville, Wisconsin, State Normal School:

1. "Each pupil made a survey of school district, preferably his own."

3. "(a) Rural economics and sociology; Carver; required in the

rural school course. (b) Social evolution, social organization, social problems; a study of social origins as a means of understanding the great social facts of life, and a basis of intelligent reforms."

4. Two courses, 90 hours each. "Sociology has definite value for the teacher. It brings young people into a consciousness of life in its essential aspects and prepares them better, not only to understand the school and its work in relation to society, but also to guide and direct the work of pupils with more vital interest and intelligence."

River Falls, Wisconsin, State Normal School:

1. "Survey of student budgets; student estimates of family budgets; indicates the possibilities of the statistical method. One of the extension students has under way a study of the cost of living among female teachers in grade and high schools. Other topics studied at first-hand: the leisure class of River Falls; the bases of imitation in R. F. normal; the scope and methods in civics courses in Wisconsin high schools."

2. "Population and the birth-rate; population and immigration; problems of the modern family; the school as a discussion center; women in industry; factors of socialization; the teacher as a public servant."

3. Ross, Ward, and Ellwood, with topical and "laboratory" work. "(a) Group formation; (b) group psychology; (c) modern group problems. A few problems are studied carefully. The dangers of half-baked 'solutions' are emphasized; the need of expert legislation and administration persistently noted. The students are encouraged to think and talk about things and relations that ought to be discovered." Ninety hours,

4. "(a) A good course in sociology gives the teacher a notion of the near-immutability of certain social structures. (b) It acquaints him with many of the 'secrets' of social order and social control. My people have told me the work on mob mind, woman's 'sphere,' custom, etc., was just what they wanted. 'It helps every day' has been the unsolicited comment of three people recently. (c) It gives opportunity for first-hand, rational study of many problems which the teacher above all should be prepared to meet rationally. (d) It teaches as nothing else does the efficacy of effort in individual and social improvement. (e) It shows up the hampering, retarding, traditional stuff. (f) It shows the student that light is truly 'flooding the social deeps.' (g) Teachers should be prepared to tread the mesh of social

relations with a firmer step. So far as my observation goes it inclines me to the opinion that students and teachers of sociology are more open-minded, less dogmatic, and freer teachers of the truth than those in many other lines of work." The course in community civics also covers much of the ground of sociology.

Stevens Point, Wisconsin, State Normal School:

1. An exercise on "The social inheritance: Examine course of study—find out your own social inheritance. Do you approve? Error in social inheritance, e.g., witchcraft. Try to discover present-day illustration. Truth in social inheritance. How may it have social importance?"

3. Fairbanks, Ross, Carver; topical method. "Theories of society; contract; organism; psychic basis; land and people; geographic factor; association; factors in social change; the social inheritance; truth and error." Ninety hours.

4. "Sociology, like all social science, must be based on psychology. It was put in, in the first instance, for the benefit of college students. Later it was retained as an adjunct to the training of high-school history teachers in the three-year course. I believe that the point of view on human institutions gained through sociology is of importance to the understanding and interpreting of history."

Superior, Wisconsin, State Normal School:

1. "Some of our students have participated in the field work of a housing survey with the local associated charities."

3. Ross's *Social Psychology*, Ellwood's *Sociology in Its Psychological Aspects*, with topical work. Ninety hours.

4. "The school does not regard sociology as a professional subject, I suppose; but I believe it should be studied by every teacher. It is elective, but forty or fifty of our students take it every year. Thus it reaches about half of our graduates."

Whitewater, Wisconsin, State Normal School:

1. Social survey of Walworth County, 1913-14; of Jefferson County, 1914-15.

2. Giddings, and topical study. "Emphasizes the scope of sociology, its definitions and laws; puts all to use by the survey mentioned above; social life in country and in city; use of the school as a social center; methods of social reforms." Ninety hours.

4. "Sociology is regarded too much as an academic subject only; it is exceedingly valuable as an aid to teaching; (a) acquaints the

student with the great and interesting field of sociology; (b) places at his intelligent use its terminology and principles; (c) acquaints him with the practical work being done in the field; (d) gives him experience in social survey work."

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